COMMON SCHOOL ADVOCATE.

PUBLISHED FOR GRATUITOUS CIRCULATION.

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VENTILATION OF SCHOOL ROOMS.

The true meaning of the word ventilation is seldom rightly apprehended. A teacher who was asked whether she did not find it difficult to keep her room well ventilated, replied, "Not at all, it is one of the coolest rooms in the city." As if the air in a cool room could not be impure.

Although the constitution of the atmosphere is every where—when undisturbed—nearly the same, being compounded of about 78 parts of nitrogen to 22 of oxygen, or as some say with the addition of a very small proportion of carbonic acid, yet wherever there are living beings, this state of things is continually changing. Combustion changes it, but not so rapidly as the respiration of men and animals. Vegetation also changes it; and so does decomposition or putrefaction; but less rapidly also than respiration. The great sources of change in the character of the air in our rooms are combustion and respiration.

The greatest change which is induced by these causes consists in the diminution—the using up, as it were, of the oxygen or vital air, and the substitution, in its place, of carbonic acid gas. This change takes place very rapidly where respiration alone is going on; but where respiration and combustion both are going on, the change is very great indeed.

During every breath, we consume a part of the oxygen of the atmosphere and leave in its place a quantity of carbonic acid gas. Every breath, therefore, would naturally render the air slightly impure. But then, in a large room or in the open air, we do not usually breathe this very same air over again, for it becomes mixed, more or less, with other air.

In order to come at the truth on this subject, or rather to approach it as nearly as we can—it may be well to make an estimate. Let us take for our basis the oft-repeated, and, no doubt very true statement, that an adult person, in breathing, spoils about a gallon of air a minute. Let us suppose, however, that the children in a common school room, spoil it about half as fast upon the average as adults. This would be half a gallon a minute. Sixty pupils, therefore, would spoil thirty gallons or about a barrel of air in a minute; and in two minutes about a hogshead. A school of thirty pupils would spoil a hogshead of air in four minutes. Let us suppose them to continue in their seats an hour; and let us suppose also that there is no escape for the bad air which is formed. In that case, 60 pupils would spoil about thirty hogsheads of air, and 30 pupils fifteen hogsheads.

Now this air is not only spoiled--not only rendered useless—but it is actually rendered more or less poisonous. How poisonous is not yet known; but certainly slightly so. However, setting aside its poisonous nature entirely, it is extremely injurious to breathe spoiled air, when the lungs, in order to act properly on the blood, require at every breath that which is perfectly pure and uncontaminated.

I ought to say, here, that the worst gas which is formed in the school-room in any considerable quantity—the carbonic acid gas—is heavier than common air, and settles towards the floor as soon as thrown out of the lungs; and if not disturbed would remain there. But the motion in a school-room disturbs it or stirs it up in a greater or less degree, and if there is much of it there—certainly if there is sixty hogsheads or even thirty in a small room—it is very apt to be breathed over again.

Who has not read the story of the Grotto del Cani, in Italy? It is a cave, the floor of which is always covered to the depth of a foot or two with some sort of gas heavier than common air, so that though adult persons, and perhaps even children, may go into it and walk about with safety, yet when dogs and other small animals enter, they soon fall down and die. Just so it would be with our school-rooms where they are small, air tight, were there no ventilation. Just so in fact, would it be now, a great many times in the summer season, were the experiment made. In not a few of our school-rooms, on rainy days when the doors and windows have been shut for an hour or an hour and a half, I am sure a dog or cat, or any such small animal would very soon famish; and if the pupils do not, it is only because they are a little taller even when sitting on the bench, than dogs and cats are.

I have spoken as if the carbonic acid gas might escape at the windows; and perhaps it might if the windows of school-rooms came down even with the floor as the windows of many dwelling-houses do. Not otherwise, however, in any considerable degree, till it had piled itself up, as it were, on the floor, high enough to destroy the pupils. It would be more likely to escape gradually at the door. I speak now of the state of things in warm weather, for in cold weather the surrounding cold air would so press in at the doors and windows, that bad air would be less likely to escape in that direction than in the summer.

One of the most natural ways of getting rid of the bad air in a school-room is through the chimney or the stove pipe. It escapes with a good deal of rapidity in this way at all seasons but especially in the winter. For though combustion consumes the oxygen and leaves in its place carbonic acid, yet it carries it off too at the same time, by creating a current strong enough to make it ascend through the chimney. And not only does it carry off its own carbonic acid, but a part also of that which is formed in the room by breathing. And it escapes the faster the larger the flue of the stove or chimney.

This last consideration makes me prefer open chimneys with a large flue, to stoves, or chimneys with small flues. Since fuel has become scarce among us, of late years, a great deal has been said about improvement in the method of warming our dwellings, and shops, and sometimes even our school-houses. In general however, these improvements, as they have been called, have been confined to two points, viz: saving fuel and increasing the warmth of the room. Any improvement which should bear upon the purification of the air seems hardly to have been thought of. Nor is this all. Not only have we overlooked the purity of the air, but we have actually rendered it, by our contrivances, more and more impure. When our houses were less tight, and our fire-places somewhat larger, with a large open flue to the chimney, it is true it took far more fuel to keep us warm than it now does; but then, at the same time we were far more healthy. Take the population of this State a century back, and estimate not only the fuel they have burnt, but the whole expense of stoves and other fixtures they have used for economy's sake, and the bills they have paid to the nurse, the physician, the apothecary and the sexton, on the one hand, and find the amount; then whatever that amount may be, I am sure it will far exceed what it would have been, had the same population, for the same time, continued to use their old fashioned fire-places.

Fire-places or open stoves have one advantage over those contrivances which do not give us a view of the fire; we are most of us trained to see the fire, and if we do not see it, such is the power of early association, we do not seem to realize that there is any. Rooms heated by furnaces do not satisfy us, because we cannot see the fire unless they are very warm. On the contrary, when we see the fire, we are satisfied with a much lower degree of heat than when we cannot see it. What the difference is, I do not of course pretend to know, but it is considerable. I think, however, that most persons will be better satisfied, as a general rule, with 62 deg. of heat, when they can see the fire, than with 70 deg. when they cannot; and perhaps with some the difference is nearer 16 than 8 deg.

It is true, there is no real advantage in seeing the fire except on the ground that we are satisfied with it. Indeed, in itself considered, this seeing the fire is a great evil to the eyesight.—However, if people would be satisfied with an occasional glance at it; and if, above all, they would not face it when they sit, the evil would not be very grate.

I have already shown, in the first place, that the purity of the air is greatly favored by having it as cool as possible; and secondly, that the cooler the air we inhale and live in, provided we are not chilled, the greater is our power to resist the cold, and to avoid taking cold—every unnecessary degree of heat rendering us the more tender. I have also alluded to other advantages. I am very sure it would be favorable, not only to health but to morals, if our whole community would return at once to the use of fire-places; and I hope that ere long they will do so. I hope at any rate, that fire-places will be the only thing used in school-houses. I have spoken of open stoves; but after all they are not so good as fire-places, unless they have pipe as large as the fire-place, which is seldom the case. Besides, if stoves were but a mere repetition of the fire-place, having a flue as large, what would be their advantage? They would not save any fuel; they would of course be a dead loss to the district.

If a school-room is furnished with good fire-places, and with windows that may be lowered from the top, when necessary, and opened quite to the floor; if it never heat it too hot; if the pupils have a sufficient amount of exercise; and if when they are out, the teacher takes special pains to have the whole room well aired during intermission and recess, I cannot but think a school-room would be as healthy as any other room, at least for six hours of the day. But it must be ventilated somehow or other, or there must be direct or indirect suffering.

I have spoken of carbonic acid gas, as a destructive agent in school-rooms, as if it were on account of this gas chiefly, if not wholly, that ventilation is so necessary. There are, however, a variety of gases present in greater or less degree, from time to time, in every school-room. Among the worst of them are carburetted hydrogen gas, and sulphuretted bydrogen gas.—The latter requires great care—it is very unhealthy, and should be excluded from the school-room at all hazards. It is bad enough for the pupils to be exposed to it, for a few moments, once or twice a day; it is quite too much for health and safety to sit amidst it for a long time together. Carburetted hydrogen is sufficiently unhealthy; but it is not one tenth as bad as sulphuretted hydrogen.

A distinguished surgeon of Leeds, England—M. Thackrah—has said that "that man subsists more upon air, than he does upon food;"

and there is no doubt it is so. For while we eat but three times every 24 hours, or should eat, we breathe some 2,500 or 3,000 times. I speak here however of adults. Children breathe oftener. Perhaps the average number of breaths which children of from four to fifteen years of age breathe in 24 hours, may be about 40,000. And as every one of these inspirations, as we call them, has something to do with feeding the system as it were with oxygen, is it not a matter of some consequence whether we feed our lungs 40,000 times a day with pure or impure air?

The Encyclopedia Americana says that "it may be taken as a wholesome general rule, that whatever produces a disagreeable impression on the sense of smelling is unfavorable to health." If this is so, how carefully ought every pupil to be to avoid every cause of giving the air of the school-room a disagreeable smell. Especially how great is the care required when the fact is properly considered that our school-rooms are almost universally too small for the purposes of health. Why is it found that the average amount of cubic feet of air to a pupil, in many of them, does not exceed 30 or 40 feet; whereas the prisoners in their cells, in our State prisons, have at least five or six timas as much; and in the Philadelphia penitentiary about 40 times as much; or 1300 cubic feet. Even in the State Lunatic Hospital at Worcester, each lunatic has 800 cubic feet of air to breathe, while our children are frequently denied a twentieth as much.

Still it is so; and we must make the best of it we can. No teacher can go and build a new house for himself and pupils; he must take such a house as is furnished him. But let him study the subject of ventilation, that himself and his pupils perish not in their own corruptions.

When teachers come to study the subject of ventilation profoundly, they will cease to wonder why it is that they become at times so exceedingly stupid in their school-room, when before they could give no account of it. The thermometer did not indicate a temperature too high; nor were they in worse health than usual, nor over fatigued. The truth is that breathing bad air produces a great deal of listlessness in school; and a great deal of trouble. Teachers find fault with their pupils a thousand times and sometimes punish them when the fault is in the air. Ventilate the room, and the pupils will behave well enough.

Conn. Com. School Jour.

MOTIVES TO BE ADDRESSED IN EDUCATION.

I was first awakened to the evil of emulation by being obliged to bestow five medals in a class of seventy-five, after a year's exertion in their studies. I remember that I had a shudder, when it was first made known to me that I should have this to do. I already anticipated how difficult it would be to do it. I felt that I should not be able to estimate the exertions that would be made. I could at best judge by the effect, a rough and unjust mode of judging, always. I soon saw the influence of the announcement of these prizes, upon the competitors. I saw the free, manly, generous bearing of the boys towards each other which had subsisted while they were under the kindly influence of reasonable motives, giving place to jealousy and suspicion, to an inordinate desire to elevate themselves and to depreciate their fellows.

There were two amongst the number so far in advance of the rest by their natural endowments and by discipline, that they partook of these feelings in a less degree; but even they showed them toward each other. I could not but watch the effect upon one of the number, a boy of fine natural gifts and a generous, susceptible nature, but who had always been unfavorably placed, and was poorly furnished for the struggle. Week after week I saw the resolute exertions he made, without suspecting how terribly severe they were. More than once I was so much surprised at his performances that I unintentionally suspected him of having received assistance, and even visited his father's house to see if I could ascertain from whom.—But I found all there so inferior to him in every respect, that I saw at once that he could have got no aid at home. Week after week I saw him growing pale and thin, and perceiving his quiet, gentle temper, under the influence of this nervous excitement, becoming disturbed, impatient & fretful. His exertions were crowned with success. He was the third, if I remember rightly, of the *fortunate five!!* But nothing, not even this hard-bought glorious success, could bring back the color to his cheek, or the bounding spirit of boyhood on his heart. In a few months, I have forgotten how many, we followed him to his grave.

There was nothing remarkable in the case of the fourth. He was one of those rough natures that seem to be little effected by things about them.

The fifth was the younger of two brothers, who had been placed,—by that cruel practice, when there are two, differing in age and still more in capacity, and brought together by that very difference of capacity which should have separated them, a practice absolutely wicked, when there is to be any competition—in the same class. The younger, as is very common in such cases, was far superior in ability, but of a perfectly kind and generous character. He made no considerable exertion; he seemed unwilling to outstrip his brother. He could hardly help it; the slightest effort carried him thro' what his brother labored at in vain. There was no exultation when he gained the medal; he seemed rather to be possessed by a melancholy sympathy for his disappointed brother. But the countenance of that elder brother fell. His feeling was, *for ever*, changed towards the noble little fellow, who, almost in spite of himself had been declared victor, and towards me who had been, most unwillingly, the umpire. I often meet him: but never from that day, and it is almost twenty years ago, have I received a cordial greeting. The injustice of that day, has been a blight upon his best feelings. For it was signal injustice, he made every possible effort and had failed, while his brother had made none, and had been successful.

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Distrusting, as I did, its influence on the character of boys, I suspected still more strongly, its effects on the gentler sex. I therefore took some pains to inquire, whether the habits of study which had been formed by the desire to attain medals and make a brilliant appearance, were usually retained after their quitting school. I found, that, in very many instances, they were not. The most successful and distinguished often threw aside their books the very day they left school; or, if they continued to read any thing, it was such books as would produce the excitement and distinction, which had come to be more important objects than the power of thought or a preparation for the duties of life. I heard the complaint that they wanted a sufficient motive. Parents, sometimes, lamented that the excitement of school could not be continued into after-life. The habit of reading, sometimes, indeed, continued from the love of knowledge, or from the gratification of the pursuit. But this only proved that the habit of acting from the love of distinction had not extinguished the power of being influenced by other motives. I found, too, that the awards of an exhibition day, often excited the most bitter feelings of disappointment and of injustice, in the breasts of many who had failed of the distinction which they considered, often rightfully, their due. I heard it urged and admitted, by friends and pupils and masters, that the best scholars had not made the best appearance; that the very sensitiveness and modesty, which often, in females, accompany the finest powers, had prevented their possessor from showing them to the best advantage.—Boldness and insensibility thus helped to bear away the prize which should have been bestowed on talent, united with a delicacy which instinctively shrank from exhibition. It certainly was any thing but a recommendation to this system, that it thus tended to repress the gentle and requiring qualities, which are the most beautiful in the female character, and to foster those which we should least wish a wife or a sister to possess.

Again, doubts occurred, whether the excitement of emulation could be the best preparation for higher and more peculiar duties of a woman, those of the maternal relation. Would a woman, whose character had been formed under the influence of this motive, be more likely than another, to endeavor to form, in her children, simplicity of character, humility, the charity which does good for the sake of its object, the desire of being, rather than seeming, the love of truth for its own sake, the principle of doing right because it is right? Or would the desire of distinction, of surpassing her friends, be the most sure to suggest to a wife the numberless little kindnesses and attentions so essential to the happiness of a husband? Why then do so much to awaken the activity, and render necessary the influence of a principle, which, if it acts at all in reference to a woman's highest duties to others, will hardly fail to lead her astray?

Will it be likely to have a better influence in the formation of her own character? Will it best fit her for her duties to herself and her Maker?

I have only indicated, as rapidly as possible, some of the considerations which gradually led me to conclude, that, however suitable motives, emulation and the love of distinction might be, in schools for boys, they were entirely out of place, in a school for girls. But are they the higher virtues of any sex? Can those motives which are obviously wrong for children of one sex, be the best possible for those of the other?

I shall not attempt to recall all the doubts that occurred to me, and the conclusions I was led to. I cannot retrace all the steps by which I was at last brought to the conviction, that emulation can scarcely ever be appealed to without danger; that the good which it does is transient; and that the habit of study which it forms [illegible] additional foundation to be permanent.

The evils of which it is the cause are lasting. And I believe that they are vastly deeper and more enduring than they are usually considered. If these doubts are not wholly unfounded; if my conclusions are not entirely wrong, what an infinite amount of unnecessary evil must be created by emulation. For it is now almost every where; what limit can be put to its effects? To say nothing of the bitter envy and hate which it often engenders, cankering, instead of purifying, the heart of infancy and childhood,—to what cause, more than this, acting universally in schools, and even in families, can be attributed the insane desire, so prevailing amongst us, of outstripping each other in wealth, in houses, in dress, in every thing which admits of external comparison? This alone countervails all our other advantages, and makes us wretched, as a people, in the midst of all the blessings that Providence ever bestowed on any people. And to what else, in an equal degree, can we attribute the notorious profligacy of so many political leaders? The desire of excelling, has been, from childhood, so fostered, that it has become an irrepressible passion, rushing to its end, regardless of all principle. Why else is it that so few are willing, for themselves or their children, to avail themselves of the means of good and happiness so bountifully placed within their reach, and to remain, happy, in their own condition?—*Ib.*

OBEDIENCE TO TEACHERS, A SCHOOL LESSON.

As there is nothing more important to children, than the habits of obedience, God has made it a rule, not that they should obey their parents only, but that they should obey all who have the rule over them. When children are sent to school, they are required by God to obey their teachers, as much as they are required to obey their parents at home.

For a certain number of hours every day, children pass from the care of their parents to the care of teachers, who for the time take the

place of parents. The Bible says: "Obey them that have the rule over you, and submit yourselves." "Let every soul be subject to the higher powers, for there is no power but of God, and the powers that be, are ordained of God." These passages teach us that we should always submit to the direction and rules of those who have a right to control us, whether it be to parents, guardians, teachers, employers, or rulers. And they teach us also, that whenever we resist the will of those who have a right to control us, we resist the ordinance or command of God, and are disobedient to him.

These rules, like all that God has given, are intended for our happiness. It is one of the greatest evils that can befal children, to be allowed to have their own will. It is one of the greatest blessings for them to have friends, who are older and wiser, to control them.

Obedience to teachers is calculated to secure the same benefits, and save from the same evils, as obedience to parents. When teachers have a number of scholars, it is necessary for the comfort and improvement of all, that certain rules should be made by the teacher, and obeyed by the scholars.

Teachers do not make rules merely for their own convenience, but for the improvement and happiness of their pupils. It is very important that scholars should feel that the rules of school are designed for their good; so that the best way to be happy at school, is to obey them.

There are two things, for which teachers find it necessary, for the good of the scholars, to make rules.

The first is *punctuality*. There are two reasons why this duty should be required at school: the first is, that it tends to promote the comfort and success, both of the teacher and the pupils. If the scholars are all punctual, every thing can go forward with more regularity. But when they are not, every thing is uncomfortable and irregular. The quiet of the school is interrupted, the regular exercises are disturbed, the attention of the scholars is drawn from their pursuits, the teacher feels disquieted in seeing the rules violated, and in thinking of the evils of bad examples, while those who are guilty of this neglect of rules, feel uncomfortable themselves. They not only suffer the disquiet that always attends the neglect of duty, but they know that they displease their teacher, and lose credit with their companions.

The second reason for enforcing punctuality is, that it tends to form a most valuable habit. A person who is not punctual, is continually causing vexation to himself and to others.

CLASSIFICATION OF SCHOLARS AND GRADATION OF SCHOOLS.

One of the principal difficulties in satisfactorily arranging the instruction in a school, arises from the necessity of joining several pupils in a class; so that the system is addressed to the mental average of a number of pupils, and not to individuals; the effects of sympathy and example, which are so powerful in youth, counteract, however, happily in a great measure, the injurious tendency of the arrangement just referred to. The necessity for adapting education to the gradual development of the mind of the pupil, as he grows older, is universally admitted, but the propriety of extending the application of the principle to minds of different constitutions, is by no means generally assented to; and, in the systems of most schools, any consideration of the difference in destination in life of their pupils, is entirely neglected. The division of schools, in reference to age, distributes them severally into infant, elementary, secondary, and superior schools, corresponding in the age of the pupils, to the limits of six, twelve, sixteen, or eighteen and nineteen or twenty-one years. An elementary education may with propriety, in a republic, be common to all, since peculiarities of mental constitution are not prominent at an early age; such at least is the general rule. As the diversities in the powers of the mind show themselves more definitely, by age and culture, the difficulties of applying a common education to a number of individuals, increase. The difference in the intended pursuits in life, determined by circumstances as well as by the natural powers of the individual, add to these difficulties, and it becomes more and more expedient to separate the schools designed to educate for different active employments. While the general direction of the instruction is thus determined, by the necessity for preparing the pupil for his pursuits in life, the details should ge arranged as far as possible to suit the varieties of mental character. Parents usually determine at a more or less advanced age of their child, the general direction which they wish to give to his pursuits, and schools should be provided, accordingly, where the habits of mind and the knowledge necessary for the vocation of the youth, should be acquired. When a general preparation is thus made, the special knowledge necessary for a particular calling is easily added to it.

The Prussian system of schools, which is the best known, and has been most frequently the subject of commendation of any in Europe, while it supplies all the grades of education to which I have referred above, dose so in what may be called a disjointed way, all the parts not being connected, and especially, the elementary schools not leading to the secondary. It is, however, far in advance of most other systems in its division of secondary instruction, according to the destination of individuals. Boys intended for learned professions, or to whose pursuits parents wish to give such a direction, are appropriately educated in the thorough classical courses of the gymnasia, while those intended for occupations connected with the mechanics arts, manufactories, or commerce, pass the corresponding period in the study of science and the modern languages, in the institutions called "real schools." This system has found much favor, and the real schools are on the increase in Germany, and are spreading into other countries. It is no new experiment, having originated as early as 1747, and made its way slowly into favor among a people not addicted to change. It is remarkable that a plan, founded upon the same leading idea which gave rise to the establishment of "real schools," was proposed by Dr. Franklin as the basis of the Philadelphia Academy.

Pres. Bache's Report.

SCHOOLS, COLLEGES, ETC. IN MICHIGAN.

A document lately published, prepared for the Society of Inquiry in Andover Theological Seminary, informs us that one thousands four hundred and seventy school districts are already organized, and the schools are attended by 48,817 scholars, between the ages of 5 and 17. Congress granted every 16th section in every township for a school fund: these lands amount to 1,100,000 acres, and at an average price of $5 per acre, will give a fund of $5,500,000, and an annual income of $385,000.

The University.—Seventy-five valuable sections of land were granted by Congress for the purpose of endowing a State University. From the rare quality of the land, it is supposed it will yield $20 per acre, or a permanent fund of $960,000, with an annual income of $67,200. The plan of the University contemplates the establishment of one great central institution, with as many branches to be located in different parts of the State as the necessities of the population may require. The institution is located at Ann Arbor, a flourishing village about 30 miles west of Detroit, four houses for professors have been erected, and the edifice for the University is near its completion. Nearly 4,000 volumes have been gathered for the foundation of a library; the mineralogical cabinet of Baron Lederen of Austria has been purchased, which is not surpassed by any in our country; and extensive collections have been made in geology, mineralogy, botany and zoology, by the State geologist, and his exploratory corps. It is expected the University will be opened before the close of another year.

Seven branches are already in operation, with an average attendance of 236 scholars during the different terms. The design of these branches is to furnish a classical and English education, preparatory to entering the University proper. The liberality of the State, and its interest in the subject of education, is seen in the salary of the principals of these branches, which is from $1,200 to $1,500 per annum.

It is an indication full of promise, and highly honorable to the intelligence and religious principle of the State, that the Regents the University have uniformly appointed instructors of a Christian character in addition to the qualifications of competent ability and education.—Fears were entertained that the University, placed under the absolute control of the State, would at once be removed beyond the influence of religion; but happily these fears have proved to be groundless; and the conviction widens and deepens in the public mind, that no institution of education can be prosperous and safe without the belief and inculcation of Christian principles.

Two other Colleges have been chartered: Michigan College, at Marshall, under the control of the Presbyterians; and St. Phillip's College, at Detroit, which is an institution of the Roman Catholics. Lyceums are also common in Michigan; and it is a peculiarity in legislation, but evidently wise, that provision is made for their incorporation, with the privilege of holding property to a considerable amount.

In 1839 there were 20 weekly and 3 daily papers published in the State, and the number has since been considerably increased.

Modern Education.—"Larning—larning—larning," is the cry of father and mother—"if my boy had the larning, what a janus he'd be." In coorse, you old fools, your bouchal would be a swan among the goslins; but it isn't the "larning," by which they mean cobwebs picked out of some dead men's brains, if they would get some discipline. Discipline—discipline—discipline—that's the only education I ever saw that ever brought a boy to any good. What's the use of battering a man's brains full of Greek and Latin pot-hooks that he forgets before he doffs his last round-jacket, to put on his first long-tail blue, if ye don't teach him the old Spartan of obedienc, hard living, early rising, and them sort of classics? Where's the use of instructin' him hemameters and pentameters, if you leave him ignorant of the value of a penney-piece? What height of bletherin' stupidity is it to be fillin' a boy's brains with the wisdom of the ancients—and then turn him out like an *omadhaun* to pick up his victuals among the moderns!—*Saturday Courier.*

New York Common Schools.—According to the last Report of the Commissioners of School Moneys for the city of New York, the whole number of children who received instruction, in the course of the year ending on the 1st of May last, in the various schools aided by the public money, was 41,385, of whom 39,557 were in schools under the supervision of the Public School Society. The average attendance quarterly was 25,163, during the whole year 15,936. The amount of funds distributed by the Commissioners during the year was $130,323 97, of which sum $120,271 38 was paid to the Public School Society, and the residue to orphan asylums and other schools of a peculiar character.

Aged Egyptians.—The Egyptians arrive at a great age. Dr. Clot speaks of a man whom he had seen, 130 years old, without any other infirmity than a cataract in one eye; and he knows another now living at 123 years of age, who enjoys a perfectly sound state of health, and has several children the eldest of whom is 80, the second 74, the third 3 years old, and the youngest only a few months. This man at the age of 82 cut six new teeth, which he was obliged to have immediately extracted on account of the pain and inconvenience they occasioned him.—*Foreign Quarterly.*

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ECLECTIC SCHOOL BOOKS.

The perplexities, expense, and frequent changes in School Books, arising from the want of a useful, progressively graded series of Class Books, has been an almost universally acknowledged evil. To remedy this difficulty, was the object had in view in publishing the "ECLECTIC SERIES." The fact that more than SEVEN HUNDRED THOUSAND copies of these Class Books have been published, is regarded as evidence of their great superiority over numerous other works offered to the patronage of Educators. Their progressive character, leading the young pupil up the ladder of learning, step by step, in a gradual and pleasing manner,—their cheapness of price, and excellency of manufacture, are among their prominent commendable features. The series comprises the following, and their sale is, perhaps, unequalled by any other School Books in the United States.

160,000.—The ECLECTIC PRIMER, or progressive lessons for young children, commencing with the alphabet. Of this Book, one hundred and sixty thousand have been published.

61,000.—McGUFFEY'S ECLECTIC PROGRESSIVE SPELLING BOOK for Common Schools. Of this, sixty-one thousand copies have been published.

134,000.—McGUFFEY'S FIRST ECLECTIC READER, containing progressive lessons in reading and spelling, mostly in easy words of one or two syllables, with numerous pictures. One hundred and thirty-four thousand copies have been published.

150,000.—McGUFFEY'S SECOND ECLECTIC READER, containing progressive lessons in reading and spelling, with pictures. One hundred and fifty thousand copies have been published.

106,500.—McGUFFEY'S THIRD ECLECTIC READER, with copious rules, and directions for avoiding errors and vulgarisms in pronunciations. One hundred and six thousand five hundred copies have been published.

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COMMON SCHOOL ADVOCATE.

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VENTILATION OF SCHOOL ROOMS.

The true meaning of the word ventilation is seldom rightly apprehended. A teacher who was asked whether she did not find it difficult to keep her room well ventilated, replied, "Not at all, it is one of the coolest rooms in the city." As if the air in a cool room could not be impure.

Although the constitution of the atmosphere is every where—when undisturbed—nearly the same, being compounded of about 78 parts of nitrogen to 22 of oxygen, or as some say with the addition of a very small proportion of carbonic acid, yet wherever there are living beings, this state of things is continually changing. Combustion changes it, but not so rapidly as the respiration of men and animals. Vegetation also changes it; and so does decomposition or putrefaction; but less rapidly also than respiration. The great sources of change in the character of the air in our rooms are combustion and respiration.

The greatest change which is induced by these causes consists in the diminution—the using up, as it were, of the oxygen or vital air, and the substitution, in its place, of carbonic acid gas. This change takes place very rapidly where respiration alone is going on; but where respiration and combustion both are going on, the change is very great indeed.

During every breath, we consume a part of the oxygen of the atmosphere and leave in its place a quantity of carbonic acid gas. Every breath, therefore, [illegible] air slightly impure. But then, in a large room or in the open air, we do not usually breathe this very same air over again, for it becomes mixed, more or less, with other air.

In order to come at the truth on this subject, or rather to approach it as nearly as we can—it may be well to make an estimate. Let us take for our basis the oft-repeated, and, no doubt very true statement, that an adult person, in breathing, spoils about a gallon of air a minute. Let us suppose, however, that the children in a common school room, spoil it about half as fast upon the average as adults. This would be half a gallon a minute. Sixty pupils, therefore, would spoil thirty gallons or about a barrel of air in a minute; and in two minutes about a hogshead. A school of thirty pupils would spoil a hogshead of air in four minutes. Let us suppose them to continue in their seats an hour; and let us suppose also that there is no escape for the bad air which is formed. In that case, 60 pupils would spoil about thirty hogsheads of air, and 30 pupils fifteen hogsheads.

Now this air is not only spoiled—not only rendered useless—but it is actually rendered more or less poisonous. How poisonous is not yet known; but certainly slightly so. However, setting aside its poisonous nature entirely, it is extremely injurious to breathe spoiled air, when the lungs, in order to act properly on the blood, require at every breath that which is perfectly pure and uncontaminated.

I ought to say, here, that the worst gas which is formed in the school-room in any considerable quantity—the carbonic acid gas—is heavier than common air, and settles towards the floor as soon as thrown out of the lungs; and if not disturbed would remain there. But the motion in a school-room disturbs it or stirs it up in a greater or less degree, and if there is much of it there—certainly if there is sixty hogsheads or even thirty in a small room—it is very apt to be breathed over again.

Who has not read the story of the Grotto del Cani, in Italy? It is a cave, the floor of which is always covered to the depth of a foot or two with some sort of gas heavier than common air, so that though adult persons, and perhaps even children, may go into it and walk about with safety, yet when dogs and other small animals enter, they soon fall down and die. Just so it would be with our school-rooms where they are small, air tight, were there no ventilation. Just so in fact, would it be now, a great many times in the summer season, were the experiment made. In not a few of our school-rooms, on rainy days when the doors and windows have been shut for an hour or an hour and a half, I am sure a dog or cat, or any such small animal would very soon famish; and if the pupils do not, it is only because they are a little taller even when sitting on the bench, than dogs and cats are.

I have spoken as if the carbonic acid gas might escape at the windows; and perhaps it might if the windows of school-rooms came down even with the floor as the windows of many dwelling-houses do. Not otherwise, however, in any considerable degree, till it had piled itself up, as it were, on the floor, high enough to destroy the pupils. It would be more likely to escape gradually at the door. I speak now of the state of things in warm weather, for in cold weather the surrounding cold air would so press in at the doors and windows, that bad air would be less likely to escape in that direction than in the summer.

One of the most natural ways of getting rid of [illegible] a school-room is through the chimney or the stove pipe. It escapes with a good deal of rapidity in this way at all seasons but especially in the winter. For though combustion consumes the oxygen and leaves in its place carbonic acid, yet it carries it off too at the same time, by creating a current strong enough to make it ascend through the chimney. And not only does it carry off its own carbonic acid, but a part also of that which is formed in the room by breathing. And it escapes the faster the larger the flue of the stove or chimney.

This last consideration makes me prefer open chimneys with a large flue, to stoves, or chimneys with small flues. Since fuel has become scarce among us, of late years, a great deal has been said about improvement in the method of warming our dwellings, and shops, and sometimes even our school-houses. In general however, these improvements, as they have been called, have been confined to two points, viz: saving fuel and increasing the warmth of the room. Any improvement which should bear upon the purification of the air seems hardly to have been thought of. Nor is this all. Not only have we overlooked the purity of the air, but we have actually rendered it, by our contrivances, more and more impure. When our houses were less tight, and our fire-places somewhat larger, with a large open flue to the chimney, it is true it took far more fuel to keep us warm than it now does; but then, at the same time we were far more healthy. Take the population of this State a century back, and estimate not only the fuel they have burnt, but the whole expense of stoves and other fixtures they have used for economy's sake, and the bills they have paid to the nurse, the physician, the apothecary and the sexton, on the one hand, and find the amount; then whatever that amount may be, I am sure it will far exceed what it would have been, had the same population, for the same time, continued to use their old fashioned fire-places.

Fire-places or open stoves have one advantage over those contrivances which do not give us a view of the fire; we are most of us trained to see the fire, and if we do not see it, such is the power of early association, we do not seem to realize that there is any. Rooms heated by furnaces do not satisfy us, because we cannot see the fire unless they are very warm. On the contrary, when we see the fire, we are satisfied with a much lower degree of heat than when we cannot see it. What the difference is, I do not of course pretend to know, but it is considerable. I think, however, that most persons will be better satisfied, as a general rule, with 62 deg. of heat, when they can see the fire, than with 70 deg. when they cannot; and perhaps with some the difference is nearer 16 than 8 deg.

It is true, there is no real advantage in seeing the fire except on the ground that we are satisfied with it. Indeed, in itself considered, this seeing the fire is a great evil to the eyesight.—However, if people would be satisfied with an occasional glance at it; and if, above all, they would not face it when they sit, the evil would not be very grate.

I have already shown, in the first place, that the purity of the air is greatly favored by having it as cool as possible; and secondly, that the cooler the air we inhale and live in, provided we are not chilled, the greater is our power to resist the cold, and to avoid taking cold—every unnecessary degree of heat rendering us the more tender. I have also alluded to other advantages. I am very sure it would be favorable, not only to health but to morals, if our whole community would return at once to the use of fire-places; and I hope that ere long they will do so. I hope at any rate, that fire-places will be the only thing used in school-houses. I have spoken of open stoves; but after all they are not so good as fire-places, unless they have pipe as large as the fire-place, which is seldom the case. Besides, if stoves were but a mere repetition of the fire-place, having a flue as large, what would be their advantage? They would not save any fuel; they would of course be a dead loss to the district.

If a school-room is furnished with good fire-places, and with windows that may be lowered from the top, when necessary, and opened quite to the floor; if it never heat it too hot; if the pupils have a sufficient amount of exercise; and if when they are out, the teacher takes special pains to have the whole room well aired during intermission and recess, I cannot but think a school-room would be as healthy as any other room, at least for six hours of the day. But it must be ventilated somehow or other, or there must be direct or indirect suffering.

I have spoken of carbonic acid gas, as a destructive agent in school-rooms, as if it were on account of this gas chiefly, if not wholly, that ventilation is so necessary. There are, however, a variety of gases present in greater or less degree, from time to time, in every school-room. Among the worst of them are carburetted hydrogen gas, and sulphuretted hydrogen gas.—The latter requires great care—it is very unhealthy, and should be excluded from the school-room at all hazards. It is bad enough for the pupils to be exposed to it, for a few moments, once or twice a day; it is quite too much for health and safety to sit amidst it for a long time together. Carburetted hydrogen is sufficiently unhealthy; but it is not one tenth as bad as sulphuretted hydrogen.

A distinguished surgeon of Leeds, England—M. Thackrah—has said that "that man subsists more upon air, than he does upon food;"

and there is no doubt it is so. For while we eat but three times every 24 hours, or should eat, we breathe some 2,500 or 3,000 times. I speak here however of adults. Children breathe oftener. Perhaps the average number of breaths which children of from four to fifteen years of age breathe in 24 hours, may be about 40,000. And as every one of these inspirations, as we call them, has something to do with feeding the system as it were with oxygen, is it not a matter of some consequence whether we feed our lungs 40,000 times a day with pure or impure air?

The Encyclopedia Americana says that "it may be taken as a wholesome general rule, that whatever produces a disagreeable impression on the sense of smelling is unfavorable to health." If this is so, how carefully ought every pupil to be to avoid every cause of giving the air of the school-room a disagreeable smell. Especially how great is the care required when the fact is properly considered that our school-rooms are almost universally too small for the purposes of health. Why is it found that the average amount of cubic feet of air to a pupil, in many of them, does not exceed 30 or 40 feet; whereas the prisoners in their cells, in our State prisons, have at least five or six timas as much; and in the Philadelphia penitentiary about 40 times as much; or 1300 cubic feet. Even in the State Lunatic Hospital at Worcester, each lunatic has 800 cubic feet of air to breathe, while our children are frequently denied a twentieth as much.

Still it is so; and we must make the best of it we can. No teacher can go and build a new house for himself and pupils; he must take such a house as is furnished him. But let him study the subject of ventilation, that himself and his pupils perish not in their own corruptions.

When teachers come to study the subject of ventilation profoundly, they will cease to wonder why it is that they become at times so exceedingly stupid in their school-room, when before they could give no account of it. The thermometer did not indicate a temperature too high; nor were they in worse health than usual, nor over fatigued. The truth is that breathing bad air produces a great deal of listlessness in school; and a great deal of trouble. Teachers find fault with their pupils a thousand times and sometimes punish them when the fault is in the air. Ventilate the room, and the pupils will behave well enough.

Conn. Com. School Jour.

MOTIVES TO BE ADDRESSED IN EDUCATION.

I was first awakened to the evil of emulation by being obliged to bestow five medals in a class of seventy-five, after a year's exertion in their studies. I remember that I had a shudder, when it was first made known to me that I should have this to do. I already anticipated how difficult it would be to do it. I felt that I should not be able to estimate the exertions that would be made. I could at best judge by the effect, a rough and unjust mode of judging, always. I soon saw the influence of the announcement of these prizes, upon the competitors. I saw the free, manly, generous bearing of the boys towards each other which had subsisted while they were under the kindly influence of reasonable motives, giving place to jealousy and suspicion, to an inordinate desire to elevate themselves and to depreciate their fellows.

There were two amongst the number so far in advance of the rest by their natural endowments and by discipline, that they partook of these feelings in a less degree; but even they showed them toward each other. I could not but watch the effect upon one of the number, a boy of fine natural gifts and a generous, susceptible nature, but who had always been unfavorably placed, and was poorly furnished for the struggle. Week after week I saw the resolute exertions he made, without suspecting how terribly severe they were. More than once I was so much surprised at his performances that I unintentionally suspected him of having received assistance, and even visited his father's house to see if I could ascertain from whom.—But I found all there so inferior to him in every respect, that I saw at once that he could have got no aid at home. Week after week I saw him growing pale and thin, and perceiving his quiet, gentle temper, under the influence of this nervous excitement, becoming disturbed, impatient & fretful. His exertions were crowned with success. He was the third, if I remember rightly, of the *fortunate five!!* But nothing, not even this hard-bought glorious success, could bring back the color to his cheek, or the bounding spirit of boyhood on his heart. In a few months, I have forgotten how many, we followed him to his grave.

There was nothing remarkable in the case of the fourth. He was one of those rough natures that seem to be little effected by things about them.

The fifth was the younger of two brothers, who had been placed,—by that cruel practice, when there are two, differing in age and still more in capacity, and brought together by that very difference of capacity which should have separated them, a practice absolutely wicked, when there is to be any competition—in the same class. The younger, as is very common in such cases, was far superior in ability, but of a perfectly kind and generous character. He made no considerable exertion; he seemed unwilling to outstrip his brother. He could hardly help it; the slightest effort carried him thro' what his brother labored at in vain. There was no exultation when he gained the medal; he seemed rather to be possessed by a melancholy sympathy for his disappointed brother. But the countenance of that elder brother fell. His feeling was, *for ever*, changed towards the noble little fellow, who, almost in spite of himself had been declared victor, and towards me who had been, most unwillingly, the umpire. I often meet him: but never from that day, and it is almost twenty years ago, have I received a cordial greeting. The injustice of that day, has been a blight upon his best feelings. For it was signal injustice,—he made every possible effort and had failed, while his brother had made none, and had been successful.

* * * * *

Distrusting, as I did, its influence on the character of boys, I suspected still more strongly, its effects on the gentler sex. I therefore took some pains to inquire, whether the habits of study which had been formed by the desire to attain medals and make a brilliant appearance, were usually retained after their quitting school. I found, that, in very many instances, they were not. The most successful and distinguished often threw aside their books the very day they left school; or, if they continued to read any thing, it was such books as would produce the excitement and distinction, which had come to be more important objects than the power of thought or a preparation for the duties of life. I heard the complaint that they wanted a sufficient motive. Parents, sometimes, lamented that the excitement of school could not be continued into after-life. The habit of reading, sometimes, indeed, continued from the love of knowledge, or from the gratification of the pursuit. But this only proved that the habit of acting from the love of distinction had not extinguished the power of being influenced by other motives. I found, too, that the awards of an exhibition day, often excited the most bitter feelings of disappointment and of injustice, in the breasts of many who had failed of the distinction which they considered, often rightfully, their due. I heard it urged and admitted, by friends and pupils and masters, that the best scholars had not made the best appearance; that the very sensitiveness and modesty, which often, in females, accompany the finest powers, had prevented their possessor from showing them to the best advantage.—Boldness and insensibility thus helped to bear away the prize which should have been bestowed on talent, united with a delicacy which instinctively shrank from exhibition. It certainly was any thing but a recommendation to this system, that it thus tended to repress the gentle and requiring qualities, which are the most beautiful in the female character, and to foster those which we should least wish a wife or a sister to possess.

Again, doubts occurred, whether the excitement of emulation could be the best preparation for higher and more peculiar duties of a woman, those of the maternal relation. Would a woman, whose character had been formed under the influence of this motive, be more likely than another, to endeavor to form, in her children, simplicity of character, humility, the charity which does good for the sake of its object, the desire of being, rather than seeming, the love of truth for its own sake, the principle of doing right because it is right? Or would the desire of distinction, of surpassing her friends, be the most sure to suggest to a wife the numberless little kindnesses and attentions so essential to the happiness of a husband? Why then do so much to awaken the activity, and render necessary the influence of a principle, which, if it acts at all in reference to a woman's highest duties to others, will hardly fail to lead her astray?

Will it be likely to have a better influence in the formation of her own character? Will it best fit her for her duties to herself and her Maker?

I have only indicated, as rapidly as possible, some of the considerations which gradually led me to conclude, that, however suitable motives, emulation and the love of distinction might be, in schools for boys, they were entirely out of place, in a school for girls. But are they the higher virtues of any sex? Can those motives which are obviously wrong for children of one sex, be the best possible for those of the other?

I shall not attempt to recall all the doubts that occurred to me, and the conclusions I was led to. I cannot retrace all the steps by which I was at last brought to the conviction, that emulation can scarcely ever be appealed to without danger; that the good which it does is transient; and that the habit of study which it forms must, in a healthy, moral being, have some additional foundation to be permanent.

The evils of which it is the cause are lasting. And I believe that they are vastly deeper and more enduring than they are usually considered. If these doubts are not wholly unfounded; if my conclusions are not entirely wrong, what an infinite amount of unnecessary evil must be created by emulation. For it is now almost every where; what limit can be put to its effects? To say nothing of the bitter envy and hate which it often engenders, cankering, instead of purifying, the heart of infancy and childhood,—to what cause, more than this, acting universally in schools, and even in families, can be attributed the insane desire, so prevailing amongst us, of outstripping each other in wealth, in houses, in dress, in every thing which admits of external comparison? This alone countervails all our other advantages, and makes us wretched, as a people, in the midst of all the blessings that Providence ever bestowed on any people. And to what else, in an equal degree, can we attribute the notorious profligacy of so many political leaders? The desire of excelling, has been, from childhood, so fostered, that it has become an irrepressible passion, rushing to its end, regardless of all principle. Why else is it that so few are willing, for themselves or their children, to avail themselves of the means of good and happiness so bountifully placed within their reach, and to remain, happy, in their own condition?—*Ib.*

OBEDIENCE TO TEACHERS, A SCHOOL LESSON.

As there is nothing more important to children, than the habits of obedience, God has made it a rule, not that they should obey their parents only, but that they should obey all who have the rule over them. When children are sent to school, they are required by God to obey their teachers, as much as they are required to obey their parents at home.

For a certain number of hours every day, children pass from the care of their parents to the care of teachers, who for the time take the

place of parents. The Bible says: "Obey them that have the rule over you, and submit yourselves." "Let every soul be subject to the higher powers, for there is no power but of God, and the powers that be, are ordained of God." These passages teach us that we should always submit to the direction and rules of those who have a right to control us, whether it be to parents, guardians, teachers, employers, or rulers. And they teach us also, that whenever we resist the will of those who have a right to control us, we resist the ordinance or command of God, and are disobedient to him.

These rules, like all that God has given, are intended for our happiness. It is one of the greatest evils that can befal children, to be allowed to have their own will. It is one of the greatest blessings for them to have friends, who are older and wiser, to control them.

Obedience to teachers is calculated to secure the same benefits, and save from the same evils, as obedience to parents. When teachers have a number of scholars, it is necessary for the comfort and improvement of all, that certain rules should be made by the teacher, and obeyed by the scholars.

Teachers do not make rules merely for their own convenience, but for the improvement and happiness of their pupils. It is very important that scholars should feel that the rules of school are designed for their good; so that the best way to be happy at school, is to obey them.

There are two things, for which teachers find it necessary, for the good of the scholars, to make rules.

The first is *punctuality*. There are two reasons why this duty should be required at school: the first is, that it tends to promote the comfort and success, both of the teacher and the pupils. If the scholars are all punctual, every thing can go forward with more regularity. But when they are not, every thing is uncomfortable and irregular. The quiet of the school is interrupted, the regular exercises are disturbed, the attention of the scholars is drawn from their pursuits, the teacher feels disquieted in seeing the rules violated, and in thinking of the evils of bad examples, while those who are guilty of this neglect of rules, feel uncomfortable themselves. They not only suffer the disquiet that always attends the neglect of duty, but they know that they displease their teacher, and lose credit with their companions.

The second reason for enforcing punctuality is, that it tends to form a most valuable habit. A person who is not punctual, is continually causing vexation to himself and to others.

CLASSIFICATION OF SCHOLARS AND GRADATION OF SCHOOLS.

One of the principal difficulties in satisfactorily arranging the instruction in a school, arises from the necessity of joining several pupils in a class; so that the system is addressed to the mental average of a number of pupils, and not to individuals; the effects of sympathy and example, which are so powerful in youth, counteract, however, happily in a great measure, the injurious tendency of the arrangement just referred to. The necessity for adapting education to the gradual development of the mind of the pupil, as he grows older, is universally admitted, but the propriety of extending the application of the principle to minds of different constitutions, is by no means generally assented to; and, in the systems of most schools, any consideration of the difference in destination in life of their pupils, is entirely neglected. The division of schools, in reference to age, distributes them severally into infant, elementary, secondary, and superior schools, corresponding in the age of the pupils, to the limits of six, twelve, sixteen, or eighteen and nineteen or twenty-one years. An elementary education may with propriety, in a republic, be common to all, since peculiarities of mental constitution are not prominent at an early age; such at least is the general rule. As the diversities in the powers of the mind show themselves more definitely, by age and culture, the difficulties of applying a common education to a number of individuals, increase. The difference in the intended pursuits in life, determined by circumstances as well as by the natural powers of the individual, add to these difficulties, and it becomes more and more expedient to separate the schools designed to educate for different active employments. While the general direction of the instruction is thus determined, by the necessity for preparing the pupil for his pursuits in life, the details should ge arranged as far as possible to suit the varieties of mental character. Parents usually determine at a more or less advanced age of their child, the general direction which they wish to give to his pursuits, and schools should be provided, accordingly, where the habits of mind and the knowledge necessary for the vocation of the youth, should be acquired. When a general preparation is thus made, the special knowledge necessary for a particular calling is easily added to it.

The Prussian system of schools, which is the best known, and has been most frequently the subject of commendation of any in Europe, while it supplies all the grades of education to which I have referred above, dose so in what may be called a disjointed way, all the parts not being connected, and especially, the elementary schools not leading to the secondary. It is, however, far in advance of most other systems in its division of secondary instruction, according to the destination of individuals. Boys intended for learned professions, or to whose pursuits parents wish to give such a direction, are appropriately educated in the thorough classical courses of the gymnasia, while those intended for occupations connected with the mechanics arts, manufactories, or commerce, pass the corresponding period in the study of science and the modern languages, in the institutions called "real schools." This system has found much favor, and the real schools are on the increase in Germany, and are spreading into other countries. It is no new experiment, having originated as early as 1747, and made its way slowly into favor among a people not addicted to change. It is remarkable that a plan, founded upon the same leading idea which gave rise to the establishment of "real schools," was proposed by Dr. Franklin as the basis of the Philadelphia Academy.

Pres. Bache's Report.

SCHOOLS, COLLEGES, ETC. IN MICHIGAN.

A document lately published, prepared for the Society of Inquiry in Andover Theological Seminary, informs us that one thousands four hundred and seventy school districts are already organized, and the schools are attended by 48,317 scholars, between the ages of 5 and 17. Congress granted every 16th section in every township for a school fund: these lands amount to 1,100,000 acres, and at an average price of $5 per acre, will give a fund of $5,500,000, and an annual income of $385,000.

The University.—Seventy-five valuable sections of land were granted by Congress for the purpose of endowing a State University. From the rare quality of the land, it is supposed it will yield $20 per acre, or a permanent fund of $960,000, with an annual income of $67,200. The plan of the University contemplates the establishment of one great central institution, with as many branches to be located in different parts of the State as the necessities of the population may require. The institution is located at Ann Arbor, a flourishing village about 30 miles west of Detroit, four houses for professors have been erected, and the edifice for the University is near its completion. Nearly 4,000 volumes have been gathered for the foundation of a library; the mineralogical cabinet of Baron Lederen of Austria has been purchased, which is not surpassed by any in our country; and extensive collections have been made in geology, mineralogy, botany and zoology, by the State geologist, and his exploratory corps. It is expected the University will be opened before the close of another year.

Seven branches are already in operation, with an average attendance of 236 scholars during the different terms. The design of these branches is to furnish a classical and English education, preparatory to entering the University proper. The liberality of the State, and its interest in the subject of education, is seen in the salary of the principals of these branches, which is from $1,200 to $1,500 per annum.

It is an indication full of promise, and highly honorable to the intelligence and religious principle of the State, that the Regents the University have uniformly appointed instructors of a Christian character in addition to the qualifications of competent ability and education.—Fears were entertained that the University, placed under the absolute control of the State, would at once be removed beyond the influence of religion; but happily these fears have proved to be groundless; and the conviction widens and deepens in the public mind, that no institution of education can be prosperous and safe without the belief and inculcation of Christian principles.

Two other Colleges have been chartered: Michigan College, at Marshall, under the control of the Presbyterians; and St. Phillip's College, at Detroit, which is an institution of the Roman Catholics. Lyceums are also common in Michigan; and it is a peculiarity in legislation, but evidently wise, that provision is made for their incorporation, with the privilege of holding property to a considerable amount.

In 1839 there were 20 weekly and 3 daily papers published in the State, and the number has since been considerably increased.

Modern Education.—"Larning—larning—larning," is the cry of father and mother—"if my boy had the larning, what a janus he'd be." In coorse, you old fools, your bouchal would be a swan among the goslins; but it isn't the "larning," by which they mean cobwebs picked out of some dead men's brains, if they would get some discipline. Discipline—discipline—discipline—that's the only education I ever saw that ever brought a boy to any good. What's the use of battering a man's brains full of Greek and Latin pot-hooks that he forgets before he doffs his last round-jacket, to put on his first long-tail blue, if ye don't teach him the old Spartan of obedienc, hard living, early rising, and them sort of classics? Where's the use of instructin' him hemameters and pentameters, if you leave him ignorant of the value of a penney-piece? What height of bletherin' stupidity is it to be fillin' a boy's brains with the wisdom of the ancients—and then turn him out like an *omadhaun* to pick up his victuals among the moderns!—*Saturday Courier.*

New York Common Schools.—According to the last Report of the Commissioners of School Moneys for the city of New York, the whole number of children who received instruction, in the course of the year ending on the 1st of May last, in the various schools aided by the public money, was 41,385, of whom 39,557 were in schools under the supervision of the Public School Society. The average attendance quarterly was 25,163, during the whole year 15,936. The amount of funds distributed by the Commissioners during the year was $130,323 97, of which sum $120,271 38 was paid to the Public School Society, and the residue to orphan asylums and other schools of a peculiar character.

Aged Egyptians.—The Egyptians arrive at a great age. Dr. Clot speaks of a man whom he had seen, 130 years old, without any other infirmity than a cataract in one eye; and he knows another now living at 123 years of age, who enjoys a perfectly sound state of health, and has several children the eldest of whom is 80, the second 74, the third 3 years old, and the youngest only a few months. This man at the age of 82 cut six new teeth, which he was obliged to have immediately extracted on account of the pain and inconvenience they occasioned him.—*Foreign Quarterly.*

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The perplexities, expense, and frequent changes in School Books, arising from the want of a useful, progressively graded series of Class Books, has been an almost universally acknowledged evil. To remedy this difficulty, was the object had in view in publishing the "ECLECTIC SERIES." The fact that more than SEVEN HUNDRED THOUSAND copies of these Class Books have been published, is regarded as evidence of their great superiority over numerous other works offered to the patronage of Educators. Their progressive character, leading the young pupil up the ladder of learning, step by step, in a gradual and pleasing manner,—their cheapness of price, and excellency of manufacture, are among their prominent commendable features. The series comprises the following, and their sale is, perhaps, unequalled by any other School Books in the United States.

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